

Missouri Annual Performance Report (APR) Summary

Special Education Part B

Annual Determinations based on 2006-07 data through 2021-22 data: Meets Requirements
Determination based on 2005-06 data: Needs Assistance

	Indicator	2018-19	2019-20	2020-21	2021-22	2021-22 Target	Gap from Target	Progress/Slippage
1	Graduates as percent of exiters ¹		86.2%	84.5%		≥ 83.5%	✓ 1.0%	↓ -1.7%
2	Dropouts as percent of exiters ¹		8.0%	10.9%		≤ 11.0%	✓ 0.1%	↓ -2.9%
3A	IEP MAP Participation ELA-4			98.2%	98.7%	≥ 95.0%	✓ 3.7%	↑ 0.5%
3A	IEP MAP Participation ELA-8			97.4%	97.7%	≥ 95.0%	✓ 2.7%	↑ 0.3%
3A	IEP MAP Participation ELA-HS			96.5%	96.7%	≥ 95.0%	✓ 1.7%	↑ 0.2%
3A	IEP MAP Participation M-4			98.2%	98.6%	≥ 95.0%	✓ 3.6%	↑ 0.4%
3A	IEP MAP Participation M-8			97.3%	97.5%	≥ 95.0%	✓ 2.5%	↑ 0.2%
3A	IEP MAP Participation M-HS			95.3%	96.6%	≥ 95.0%	✓ 1.6%	↑ 1.3%
3B	IEP MAP Proficiency against grade level standards ELA-4			17.5%	14.0%	≥ 18.0%	✗ -4.0%	↓ -3.5%
3B	IEP MAP Proficiency against grade level standards ELA-8			11.7%	10.4%	≥ 12.0%	✗ -1.6%	↓ -1.3%
3B	IEP MAP Proficiency against grade level standards ELA-HS			14.8%	16.0%	≥ 15.0%	✓ 1.0%	↑ 1.2%
3B	IEP MAP Proficiency against grade level standards M-4			14.6%	16.0%	≥ 15.5%	✓ 0.5%	↑ 1.4%
3B	IEP MAP Proficiency against grade level standards M-8			7.9%	9.1%	≥ 8.0%	✓ 1.1%	↑ 1.2%
3B	IEP MAP Proficiency against grade level standards M-HS			7.3%	10.6%	≥ 8.0%	✓ 2.6%	↑ 3.3%
3C	IEP MAP Proficiency against alternate standards ELA-4			28.9%	34.7%	≥ 30.0%	✓ 4.7%	↑ 5.8%
3C	IEP MAP Proficiency against alternate standards ELA-8			18.3%	16.6%	≥ 19.0%	✗ -2.4%	↓ -1.7%
3C	IEP MAP Proficiency against alternate standards ELA-HS			14.1%	14.0%	≥ 15.0%	✗ -1.0%	↓ -0.1%
3C	IEP MAP Proficiency against alternate standards M-4			9.6%	13.1%	≥ 11.0%	✓ 2.1%	↑ 3.5%
3C	IEP MAP Proficiency against alternate standards M-8			9.6%	8.4%	≥ 10.0%	✗ -1.6%	↓ -1.2%
3C	IEP MAP Proficiency against alternate standards M-HS			7.4%	7.1%	≥ 8.0%	✗ -0.9%	↓ -0.3%
3D	Gap in MAP Proficiency ELA-4			31.2%	30.4%	≤ 31.0%	✓ 0.6%	↑ 0.8%
3D	Gap in MAP Proficiency ELA-8			34.3%	32.3%	≤ 34.0%	✓ 1.7%	↑ 2.0%
3D	Gap in MAP Proficiency ELA-HS			40.1%	37.6%	≤ 40.0%	✓ 2.4%	↑ 2.5%
3D	Gap in MAP Proficiency M-4			25.3%	27.7%	≤ 25.0%	✗ -2.7%	↓ -2.4%
3D	Gap in MAP Proficiency M-8			26.2%	29.6%	≤ 26.0%	✗ -3.6%	↓ -3.4%
3D	Gap in MAP Proficiency M-HS			24.3%	26.9%	≤ 24.0%	✗ -2.9%	↓ -2.6%
4A	Discipline	5.3%	4.7%	6.1%	0.0%	≤ 6.1%	✓ 6.1%	↑ 6.1%
4B	Discipline by Race/Ethnicity	0.0%	0.0%	0.0%	0.0%	= 0.0%	✓ 0.0%	→ 0.0%
5A	Inside Regular Education >79%	56.8%	57.2%	57.8%	56.5%	≥ 57.6%	✗ -1.1%	↓ -1.3%
5B	Inside Regular Education <40%	8.3%	8.4%	8.1%	8.6%	≤ 8.4%	✗ -0.2%	↓ -0.5%
5C	Separate Settings	3.7%	3.6%	3.5%	3.5%	≤ 3.6%	✓ 0.1%	↑ 0.0%
6A	ECSE Children in Regular Programs		27.1%	24.6%	25.4%	≥ 25.0%	✓ 0.4%	↑ 0.8%
6B	ECSE Children in Special Education Programs		37.5%	41.9%	45.6%	≤ 40.0%	✗ -5.6%	↓ -3.7%
6C	ECSE Children Receiving Services at Home			2.9%	1.0%	≤ 5.0%	✓ 4.0%	↑ 1.9%
7A	ECO Positive Social Emotional Skills SS1	95.9%	95.9%	95.5%	94.9%	≥ 94.0%	✓ 0.9%	↓ -0.7%
7A	ECO Positive Social Emotional Skills SS2	42.2%	36.5%	33.3%	28.9%	≥ 32.0%	✗ -3.1%	↓ -4.4%
7B	ECO Acquisition & Use of Knowledge & Skills SS1	96.9%	96.6%	96.6%	95.8%	≥ 95.5%	✓ 0.3%	↓ -0.8%
7B	ECO Acquisition & Use of Knowledge & Skills SS2	36.4%	33.2%	30.2%	28.1%	≥ 29.0%	✗ -0.9%	↓ -2.1%
7C	ECO Appropriate Behaviors SS1	96.0%	96.2%	95.9%	95.4%	≥ 93.5%	✓ 1.9%	↓ -0.5%
7C	ECO Appropriate Behaviors SS2	51.5%	46.3%	40.4%	36.6%	≥ 39.0%	✗ -2.4%	↓ -3.8%
8	Parent Involvement	75.6%	76.6%	73.5%	73.1%	≥ 73.0%	✓ 0.1%	↓ -0.4%
9	Disproportionate Representation	0.0%	0.0%	0.0%	0.0%	= 0.0%	✓ 0.0%	→ 0.0%
10	Disproportionate Representation by Disability	0.0%	0.0%	0.0%	0.0%	= 0.0%	✓ 0.0%	→ 0.0%
11	Initial Evaluation Timelines	99.0%	99.2%	98.4%	98.3%	= 100.0%	✗ -1.7%	↓ -0.1%
12	Part C to Part B Transition Timelines	100.0%	100.0%	96.8%	96.9%	= 100.0%	✗ -3.1%	↑ 0.1%
13	Post-Secondary Transition Planning	93.6%	89.2%	88.7%	86.1%	= 100.0%	✗ -13.9%	↓ -2.6%
14A	Post-Secondary Follow-up A	25.2%	24.6%	23.3%	21.8%	≥ 23.4%	✗ -1.6%	↓ -1.5%
14B	Post-Secondary Follow-up B	57.9%	57.4%	56.0%	52.5%	≥ 55.4%	✗ -2.9%	↓ -3.5%
14C	Post-Secondary Follow-up C	62.6%	61.6%	60.2%	56.0%	≥ 60.4%	✗ -4.4%	↓ -4.2%
15	Resolution Settlement Agreements	60.0%	41.5%	23.1%	21.6%	≥ 36.0%	✗ -14.4%	↓ -1.5%
16	Mediation Agreements	64.7%	83.3%	75.0%	77.8%	≥ 36.0%	✓ 41.8%	↑ 2.8%
17	SSIP - DCI			15.5%	14.7%	≥ 16.5%	✗ -1.8%	↓ -0.8%

1. Data lag one year for APR and the targets shown correspond to the last data year provided.

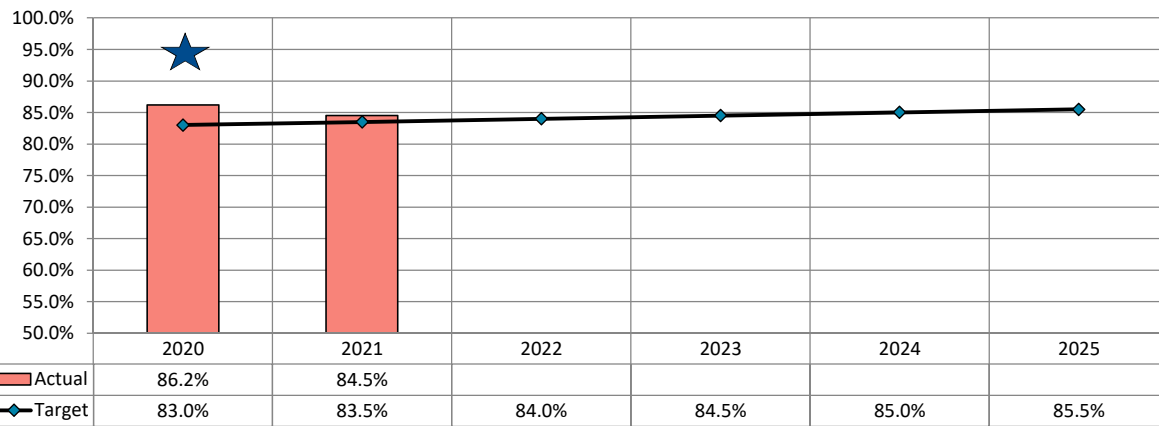
Special Education State Performance Plan (SPP) Indicators

STATEWIDE PROGRESS AT A GLANCE

SPP 1

Percent of youth with Individualized Education Programs (IEPs) exiting special education due to graduating with a regular high school diploma

SPP 1: Graduates as a Percent of Exiters



Formula:

The number of youth with IEPs (ages 14-21) who exited special education due to graduating with a regular high school diploma / the number of all youth with IEPs who exited special education (ages 14-21).

Notes:

- Data lag one year for APR reporting
- Blue star indicates baseline year
- The 2020 baseline was set due to a calculation change. Graduates as a percent of exiters cannot be compared to the four-year cohort graduation rate.

Source:

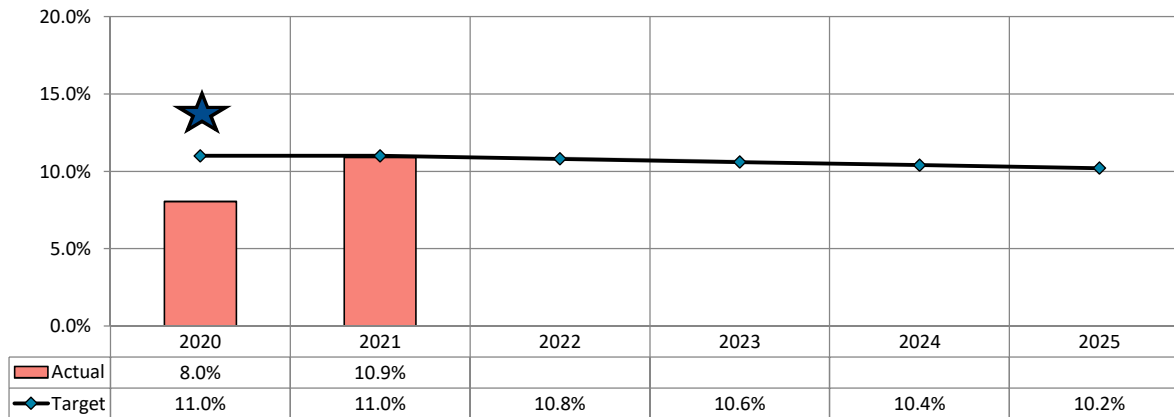
MOSIS Student Enrollment and Attendance file

GRADUATES

SPP 2

Percent of youth with IEPs who exited special education due to dropping out

SPP 2: Dropouts as a Percent of Exiters



Formula:

Number of youth with IEPs (ages 14-21) who exited special education due to dropping out / the number of all youth with IEPs who exited special education (ages 14-21) in the denominator.

Notes:

- Data lag one year for APR reporting
- Blue star indicates baseline year
- The 2020 baseline was set due to a calculation change. Dropouts as a percent of exiters cannot be compared to the annual dropout rate.

Source:

MOSIS Student Enrollment and Attendance file

DROPOUTS

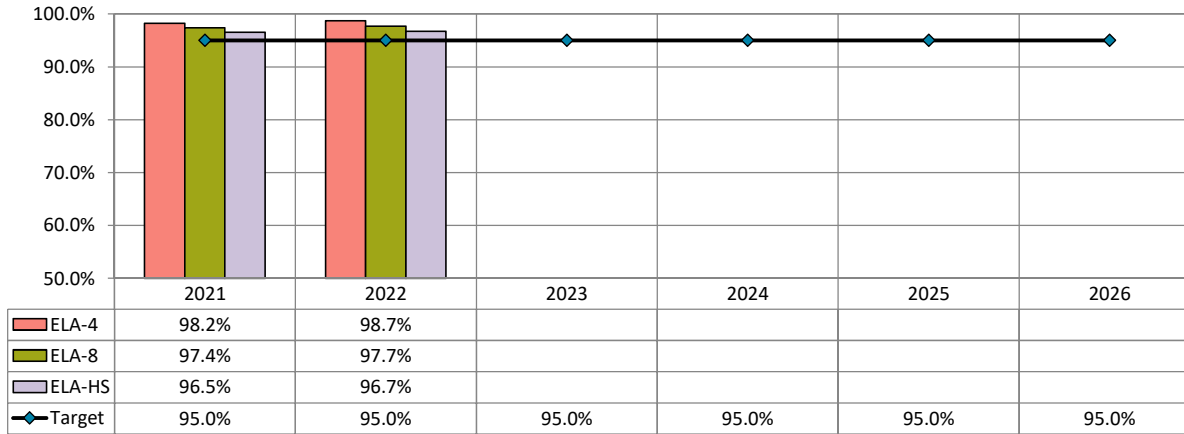
Special Education State Performance Plan (SPP) Indicators

STATEWIDE PROGRESS AT A GLANCE

SPP 3A

Participation rate for children with IEPs - English Language Arts (ELA) and Mathematics

SPP 3A: MAP Participation Rate - ELA



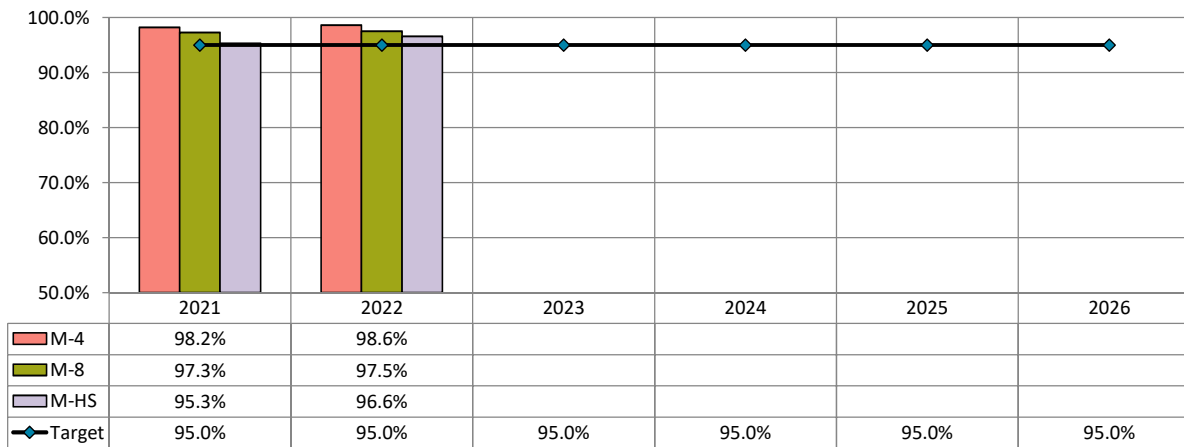
Formula:

Participation rate percent = [(# of children with IEPs participating in an assessment) / (total # of children with IEPs enrolled during the testing window)].

Notes:

- Federal requirements include only grades 4, 8, and high school (HS)
- Assessments include regular grade level assessments (MAP), alternate grade level assessments (MAP-A), and End of Course assessments (EOC)

SPP 3A: MAP Participation Rate - Math



Source:

MAP assessment data

MAP PARTICIPATION

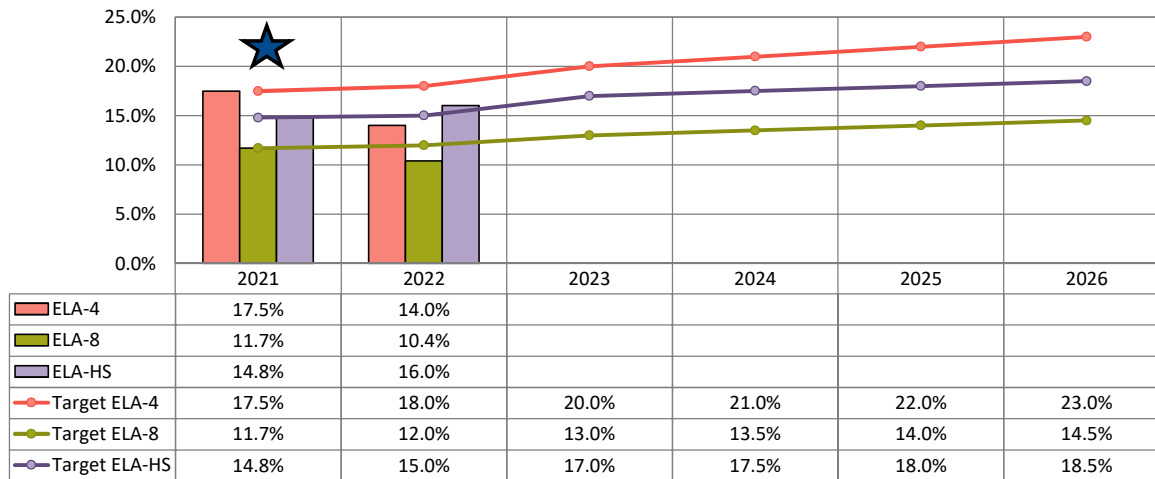
Special Education State Performance Plan (SPP) Indicators

STATEWIDE PROGRESS AT A GLANCE

SPP 3B

Proficiency rate for children with IEPs against grade level academic achievement standards (MAP and EOC)

SPP 3B: MAP Proficiency Rate - ELA



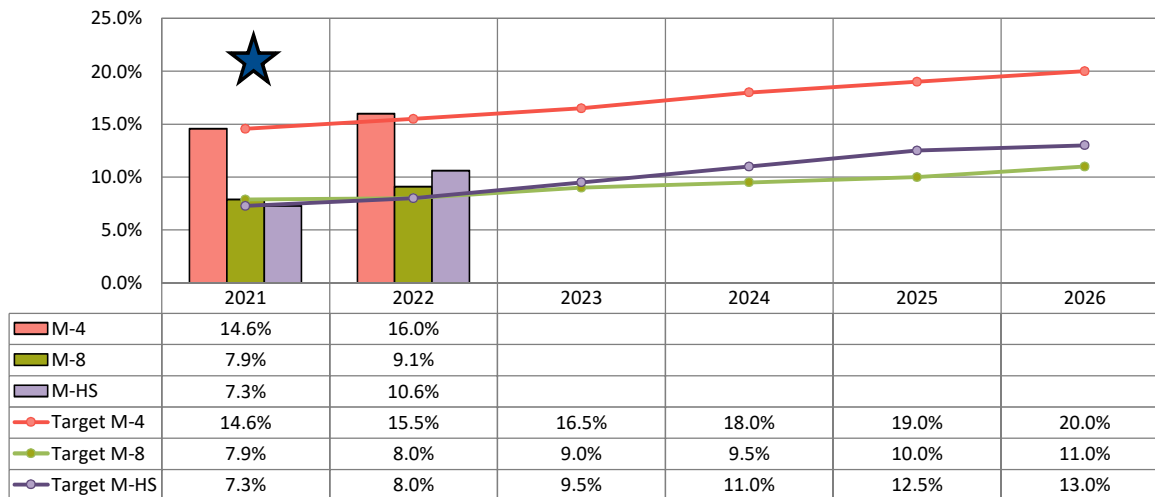
Formula:

Proficiency rate percent = [(# of children with IEPs scoring at or above proficient against grade level academic achievement standards) / (total # of children with IEPs who received a valid score and for whom a proficiency level was assigned for the regular assessment)]

Notes:

- Federal requirements include only grades 4, 8, and high school (HS)
- Assessments include regular grade level assessments (MAP) and End of Course assessments (EOC)
- Blue star indicates baseline year

SPP 3B: MAP Proficiency Rate - Math



Source:

MAP assessment data

MAP PROFICIENCY

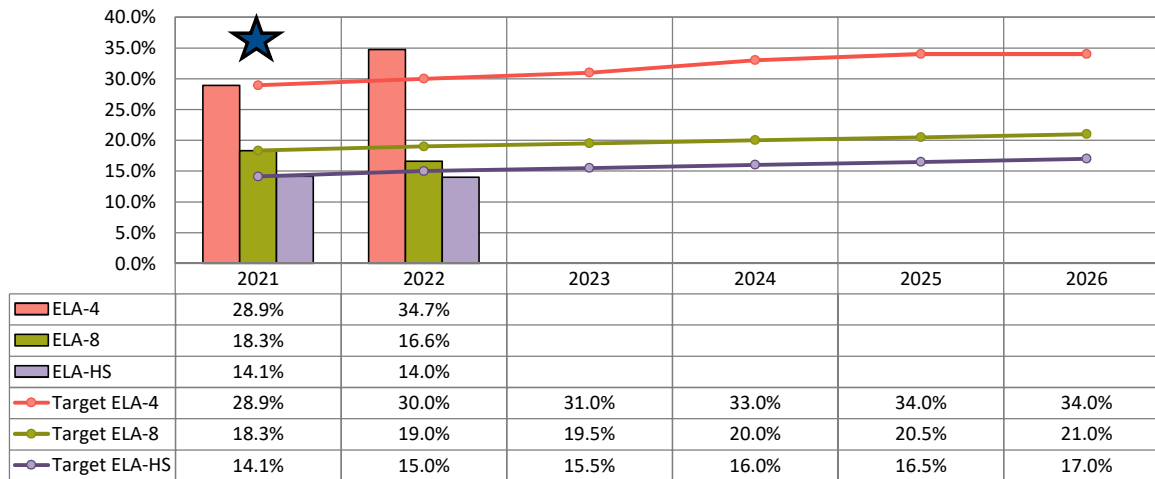
Special Education State Performance Plan (SPP) Indicators

STATEWIDE PROGRESS AT A GLANCE

SPP 3C

Proficiency rate for children with IEPs against alternate academic achievement standards (MAP-A)

SPP 3C: MAP-A Proficiency Rate - ELA



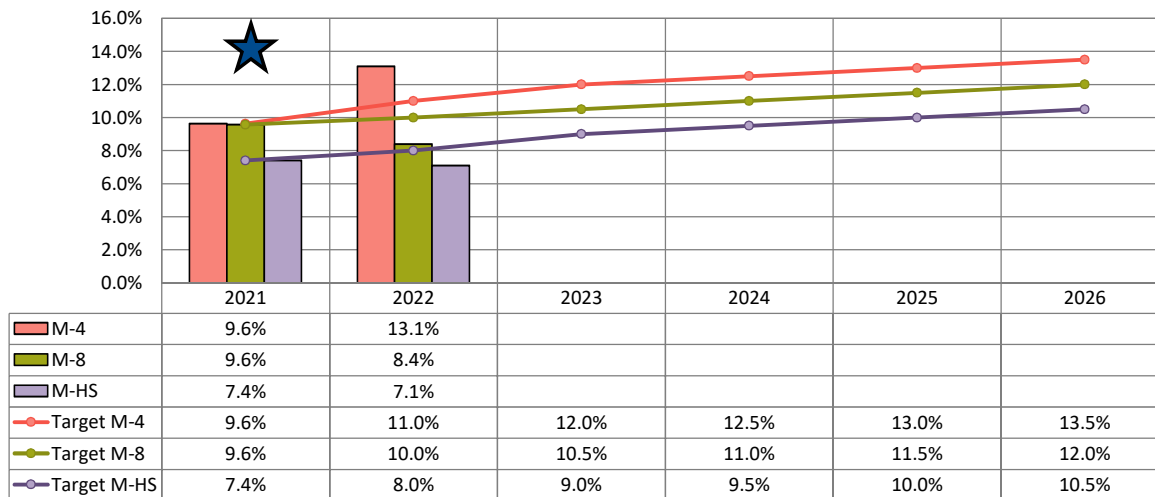
Formula:

Proficiency rate percent = [(# of children with IEPs scoring at or above proficient against alternate academic achievement standards) / (total # of children with IEPs who received a valid score and for whom a proficiency level was assigned for the alternate assessment)]

Notes:

- Federal requirements include only grades 4, 8, and high school (HS)
- Assessments include alternate grade level assessments (MAP-A)
- Blue star indicates baseline year

SPP 3C: MAP-A Proficiency Rate - Math



Source:
MAP assessment data

MAP-A PROFICIENCY

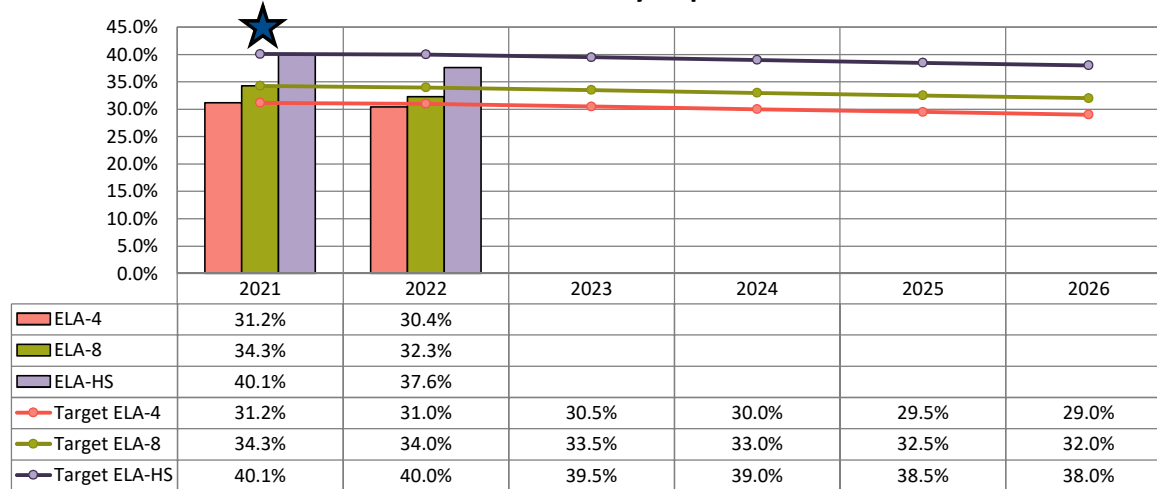
Special Education State Performance Plan (SPP) Indicators

STATEWIDE PROGRESS AT A GLANCE

SPP 3D

Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards

SPP 3D: MAP Proficiency Gap - ELA



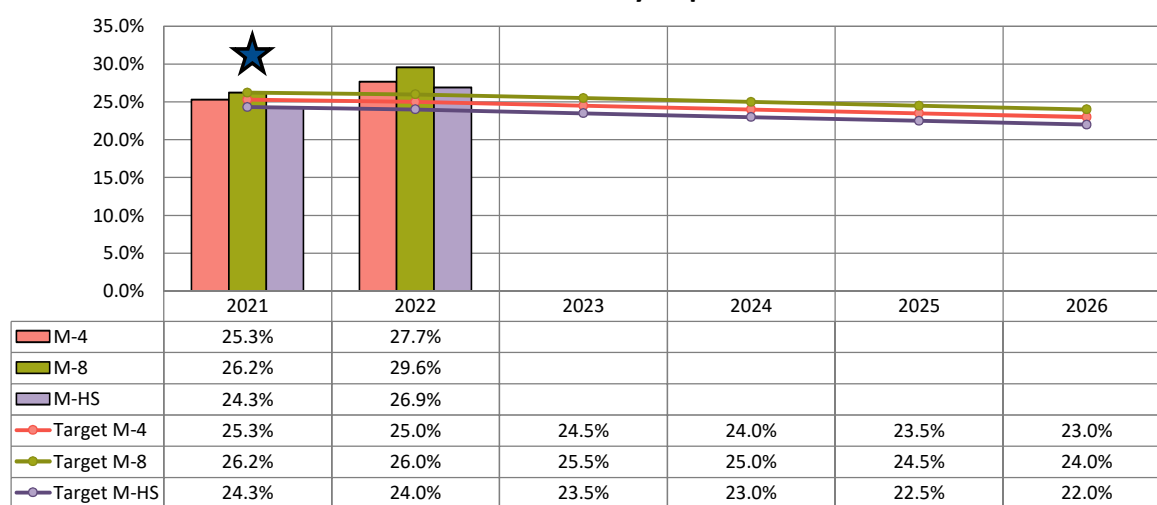
Formula:

Proficiency Rate Gap = [(proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards) subtracted from the (proficiency rate for all students scoring at or above proficient against grade level academic achievement standards)]

Notes:

- Federal requirements include only grades 4, 8, and high school (HS)
- Assessments include regular grade level assessments (MAP) and End of Course assessments (EOC)
- Blue star indicates baseline year

SPP 3D: MAP Proficiency Gap - Math



Source:
MAP assessment data

MAP ACHIEVEMENT GAP

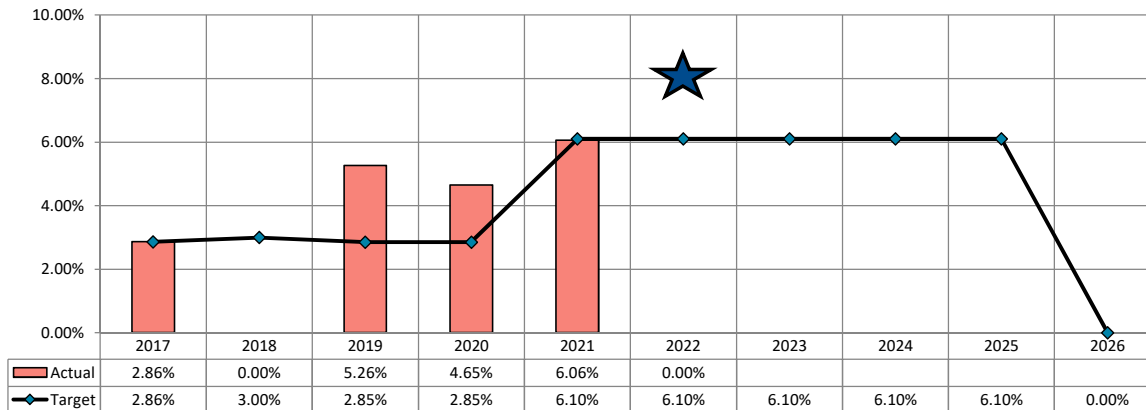
Special Education State Performance Plan (SPP) Indicators

STATEWIDE PROGRESS AT A GLANCE

SPP 4A

Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs

SPP 4A: Districts with Significant Discrepancies in Suspension/Expulsion Rates



Formula:

Percent =

(Number of districts identified by the State as having significant discrepancies in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year/Number of districts with minimum n size) x 100

Notes:

- Districts are identified using a risk ratio of the discipline rate for students with disabilities to the discipline rate of nondisabled students. A district with high ratios for two consecutive years would be considered to have a significant discrepancy in suspension/expulsion rates.
- Blue star indicates baseline year

Source:

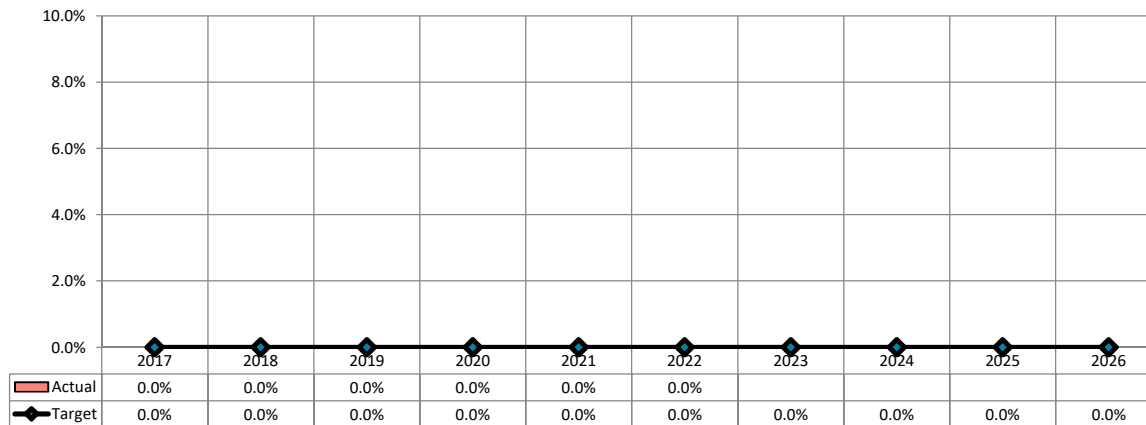
MOSIS Discipline Incident Data

DISCIPLINE

SPP 4B

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards

SPP 4B: Districts with Significant Discrepancies in Suspension/Expulsion Rates by Race/Ethnicity



Formula:

Percent = (Number of districts identified by the State as having significant discrepancies in the rates of suspensions and expulsions by race/ethnicity that had noncompliant policies, procedures or practices contributing to the discrepancy/Number of districts with minimum cell size) x 100

Notes:

- Districts are identified using a risk ratio of the discipline rate for students with disabilities to the discipline rate of nondisabled students, by race/ethnicity. A district with high ratios for two consecutive years would be considered to have a significant discrepancy in suspension/expulsion rates.

Source:

MOSIS Discipline Incident Data

DISCIPLINE BY RACE/ETHNICITY

Special Education State Performance Plan (SPP) Indicators

STATEWIDE PROGRESS AT A GLANCE

SPP 5

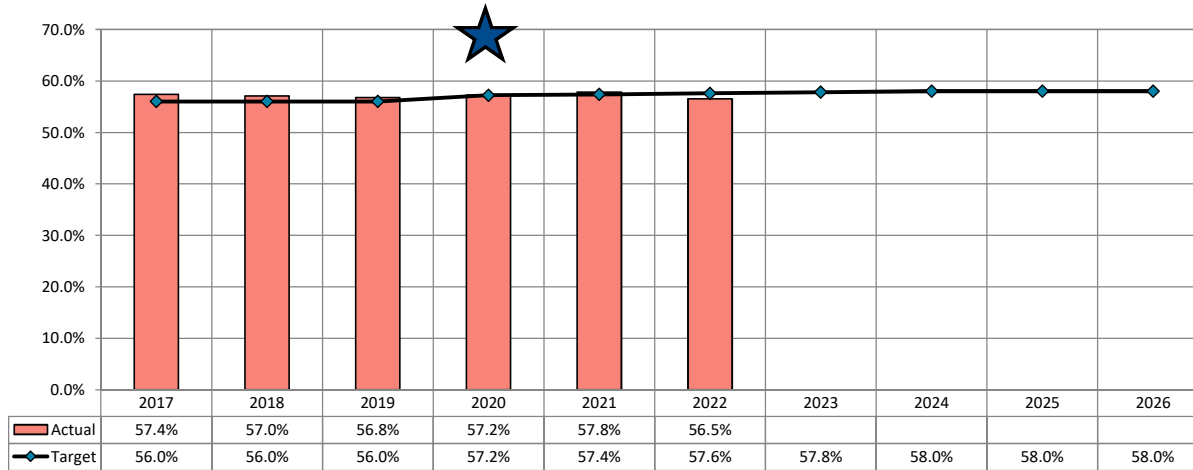
Percent of children with IEPs ages 5 who are enrolled in Kindergarten (5K) through 21 served:

A: Inside the regular class 80% or more of the day

B: Inside the regular class less than 40% of the day

C: In separate schools, residential facilities, or homebound/hospital placements

SPP 5A: Inside Regular Class > 80%



Formula:

$(\text{Number Ages 5K-21 in Educational Environment} / \text{Total Ages 5K-21 Child Count}) \times 100$

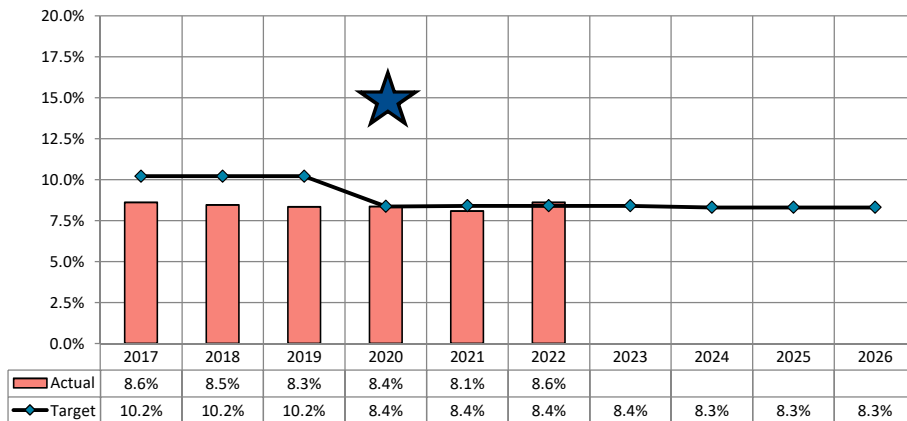
Notes:

- 2019-20 changed to ages 5 year olds in kindergarten (5K) through 21, making 2020 the new baseline year.
- Blue star indicates baseline year
- Separate Settings include public or private separate schools, residential placements, homebound or hospital settings, and state operated programs

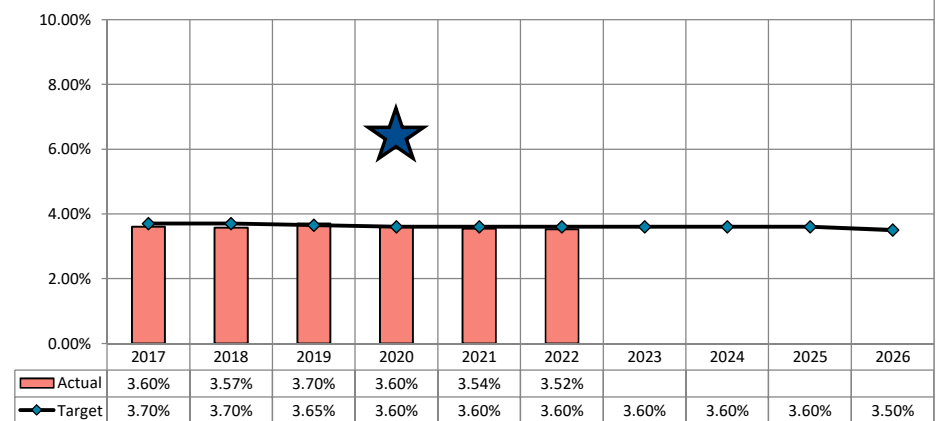
Source:

MOSIS December Student Core File

SPP 5B: Inside Regular Class < 40%



SPP 5C: Separate Settings



Special Education State Performance Plan (SPP) Indicators

STATEWIDE PROGRESS AT A GLANCE

SPP 6

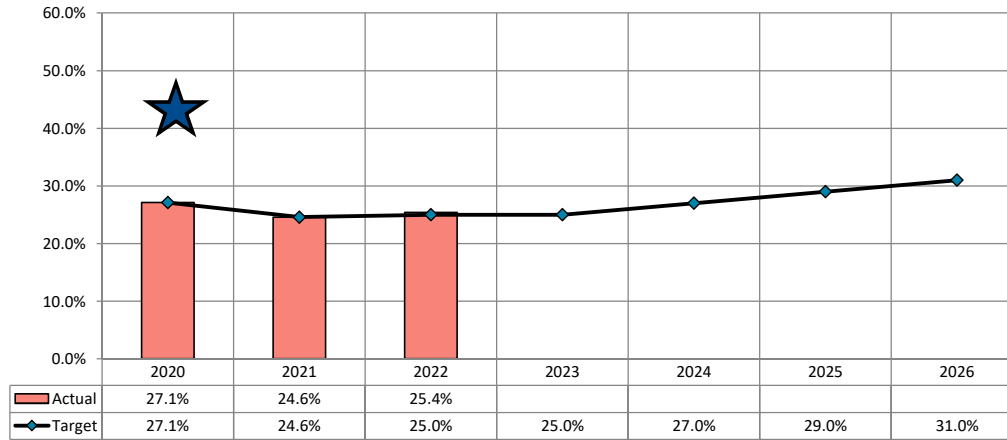
Percent of children aged 3 through preK5 with IEPs attending a:

A: Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program

B: Separate special education class, separate school or residential facility

C: ECSE services in the home

SPP 6A: ECSE with Majority of Special Education Services in Regular Program



Formula:

Percent = (Number in Category/Total Age 3-preK5 Child Count) x 100

Notes:

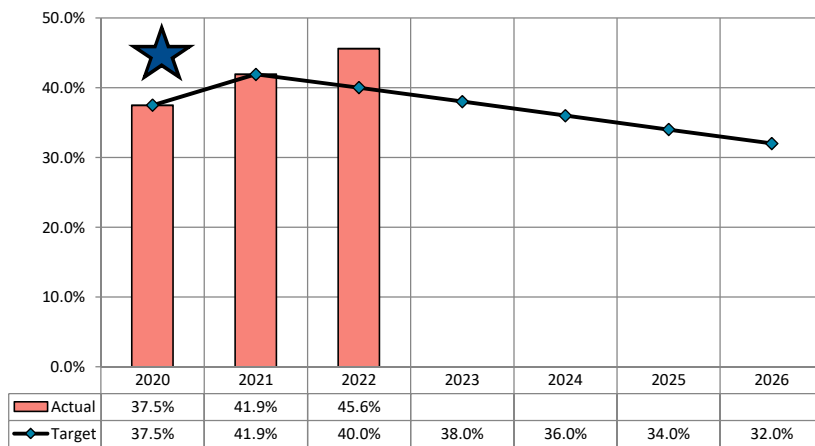
- 2019-20 changed to ages 5 year olds in kindergarten (5K) through 21, making 2020 the new baseline year for 6A and 6B. 6C was new for 2021.

- Blue star indicates baseline year

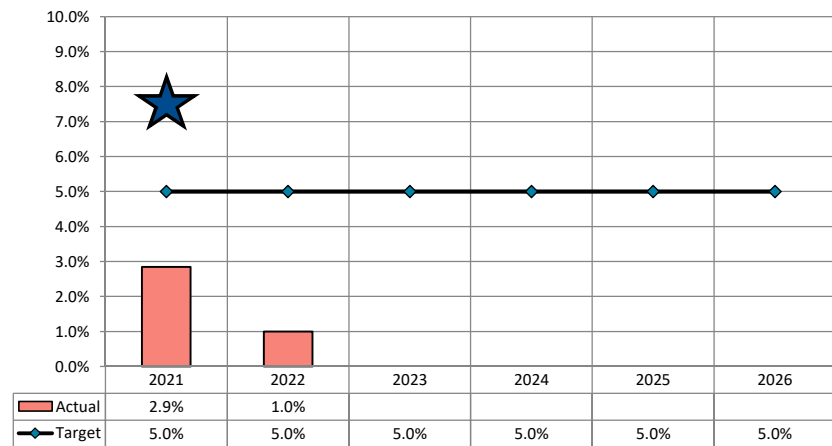
Source:

MOSIS December Student Core File

SPP 6B: ECSE Special Education Program



SPP 6C: ECSE Services in Home



Special Education State Performance Plan (SPP) Indicators

STATEWIDE PROGRESS AT A GLANCE

SPP 7

Percent of preschool children with IEPs who demonstrate improved:

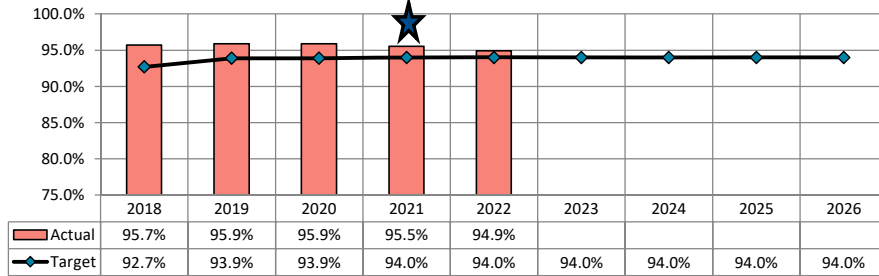
- A. Positive social-emotional skills (including social relationships)
- B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
- C. Use of appropriate behaviors to meet their needs

Summary Statement 1: Of those children who entered ECSE below age expectations, the percent who substantially increased their rate of growth by the time they exited ECSE.

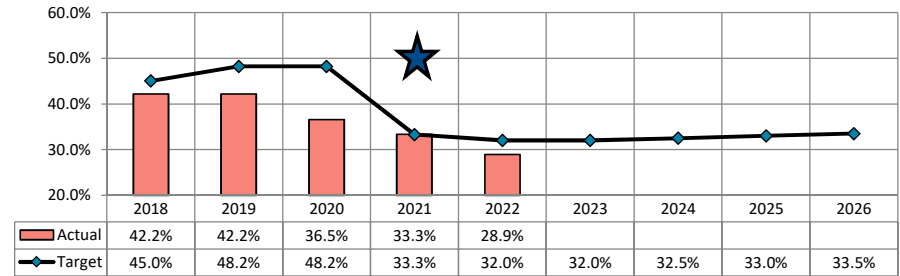
Summary Statement 2: The percent of ECSE children who were functioning within age expectations by the time they exited ECSE.

EARLY CHILDHOOD OUTCOMES

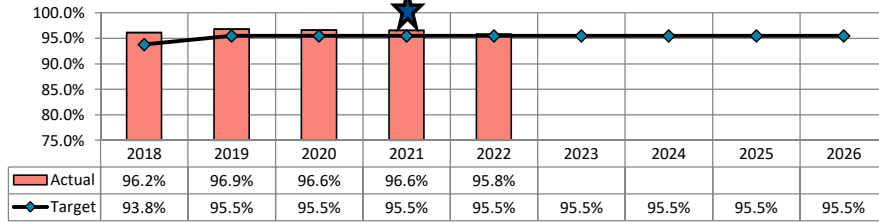
Indicator 7A: Social-Emotional
Summary Statement 1 (Increased Rate of Growth)



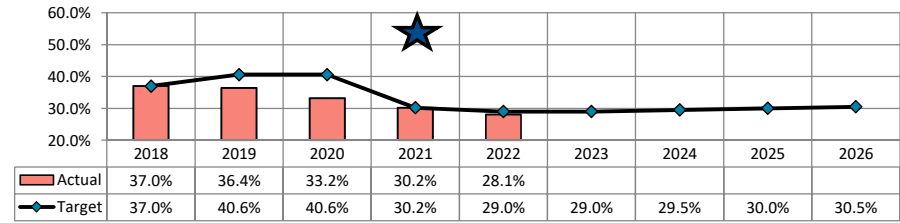
Indicator 7A: Social-Emotional
Summary Statement 2 (Age Appropriate at Exit)



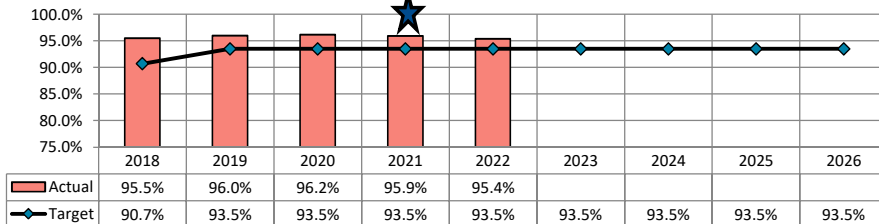
Indicator 7B: Knowledge & Skills
Summary Statement 1 (Increased Rate of Growth)



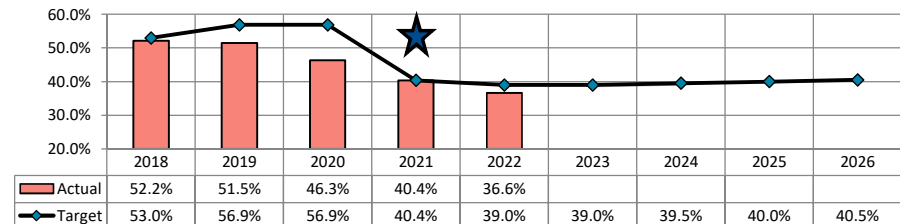
Indicator 7B: Knowledge & Skills
Summary Statement 2 (Age Appropriate at Exit)



Indicator 7C: Behaviors
Summary Statement 1 (Increased Rate of Growth)



Indicator 7C: Behaviors
Summary Statement 2 (Age Appropriate at Exit)



Source: ECO entry and exit ratings submitted by districts via MOSIS

Blue star indicates baseline year

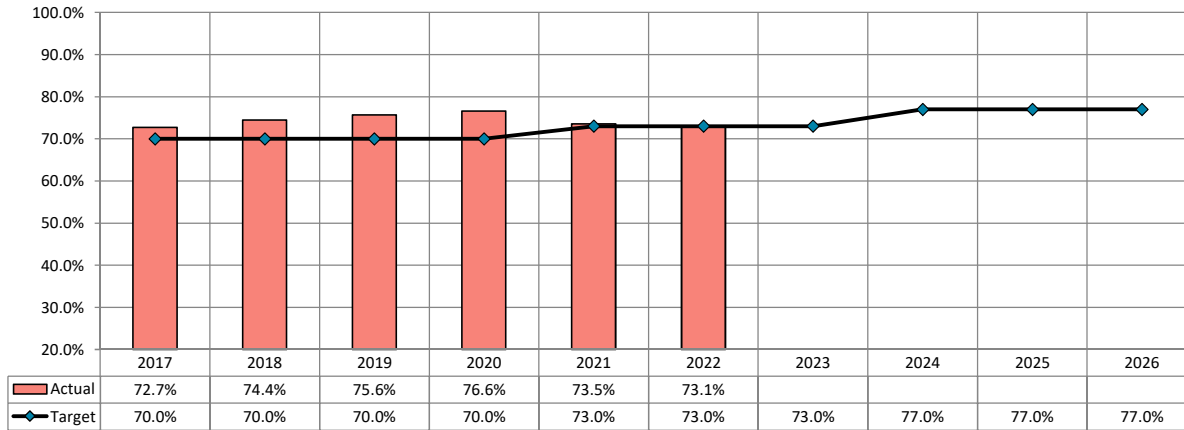
Special Education State Performance Plan (SPP) Indicators

STATEWIDE PROGRESS AT A GLANCE

SPP 8

Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities

SPP 8: Parent Involvement



Formula:

Percent =
 (Number of respondent parents who report schools facilitated parent involvement as a means of improving services and results for children with disabilities/total number of respondent parents of students with disabilities) x 100

Note:

- Data collected during monitoring self-assessment year

Source:

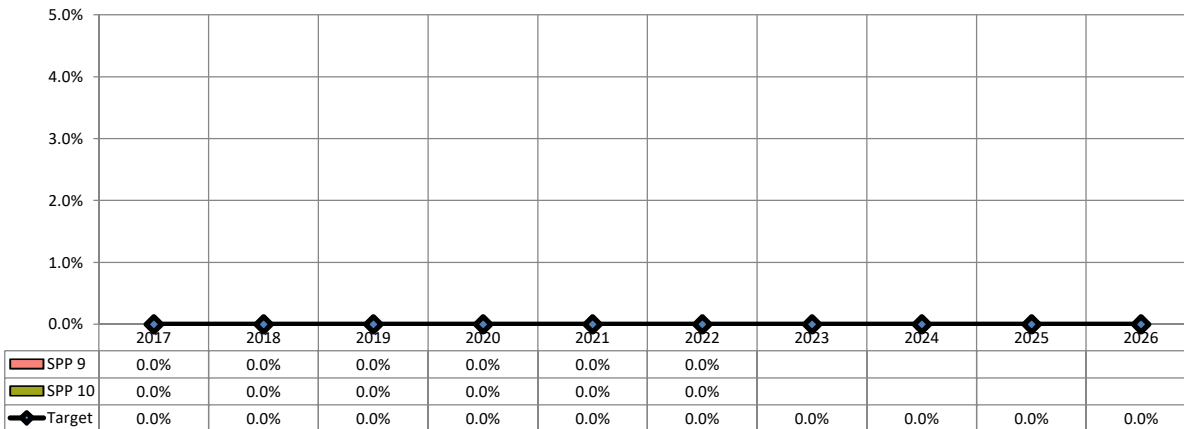
Parent Survey

PARENT INVOLVEMENT

SPP 9 & 10

Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification

SPP 9 & 10: Disproportionate Representation as a Result of Inappropriate Identification



Formula:

SPP 9 Percent =
 (Number of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification/Number of districts) x 100

SPP 10 Percent =
 (Number of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification/Number of districts) x 100

Notes:

- Disproportionate representation of racial /ethnic groups determined using a risk ratio analysis. See APR for further
 - Targets are required to be 0% for these indicators

Source:

Special Education child count and district enrollment data via MOSIS

DISPROPORTIONATE REPRESENTATION

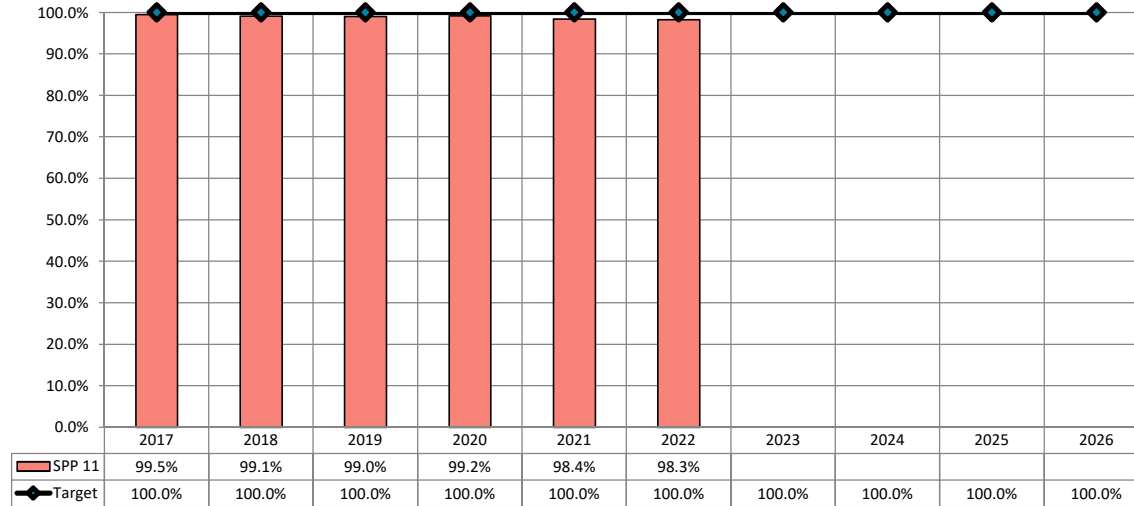
Special Education State Performance Plan (SPP) Indicators

STATEWIDE PROGRESS AT A GLANCE

SPP 11

Percent of children who were evaluated within 60 days of receiving parental consent for initial evaluation

SPP 11: Evaluation Timelines



Formula:

Percent =

$$\left(\frac{\text{Number of children determined not eligible whose evaluations were completed within 60 days} + \text{Number determined eligible whose evaluations were completed within 60 days}}{\text{Number of children for whom parental consent to evaluate was received}} \right) \times 100$$

Notes:

- Data on evaluation timelines collected during the monitoring self-assessment process
- Targets are required to be 100% for this compliance indicator

Source:

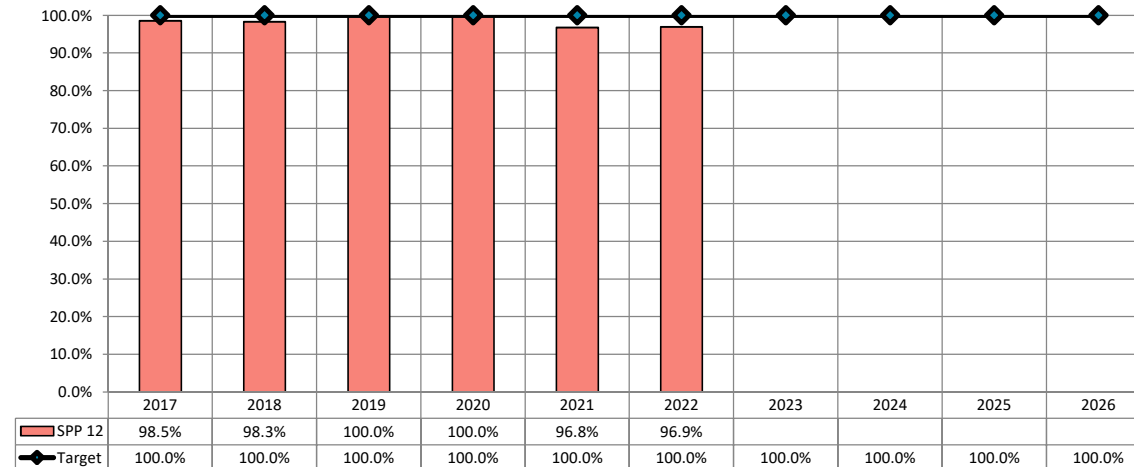
IMACS self-assessment data

EVALUATION TIMELINES

SPP 12

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays

SPP 12: Part C to Part B Transition Timelines



Formula:

Percent =

$$\left(\frac{\text{Number of children found eligible who have an IEP developed and implemented by their third birthdays}}{\text{Number of children served in Part C referred and found eligible for Part B}} \right) \times 100$$

*Excludes number of children for whom parent refusal to provide consent caused delays in evaluation or initial services

Notes:

- Data on Part C to B transition timelines collected during the monitoring self-assessment process
- Targets are required to be 100% for this compliance indicator

Source:

IMACS self-assessment data

PART C TO PART B TRANSITION

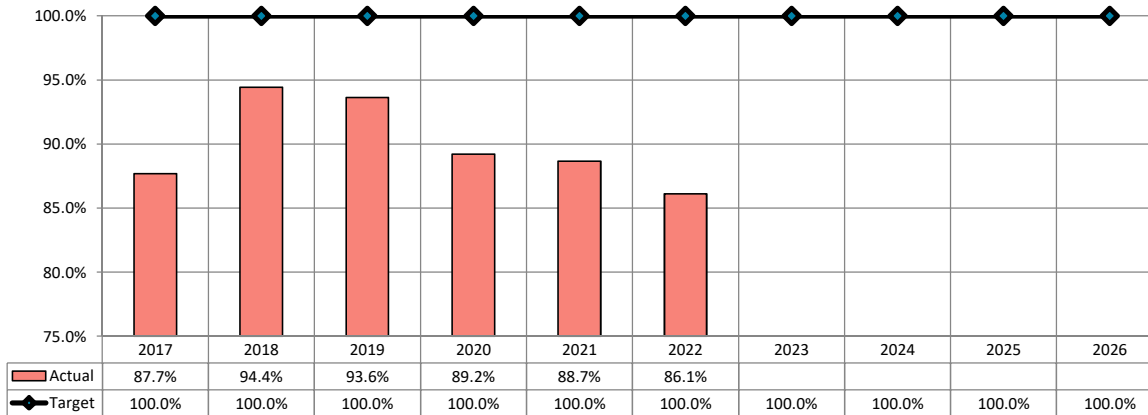
Special Education State Performance Plan (SPP) Indicators

STATEWIDE PROGRESS AT A GLANCE

SPP 13

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.

SPP13: Post-Secondary Transition Plans



Formula:

Percent =

(Number of youth with IEPs aged 16 and above with an IEP that meets the criteria above/Number of youth age 16 and above) x 100

Notes:

- Data on transition plans collected during the monitoring self-assessment process.
- Targets are required to be 100% for this compliance indicator.

Source:

IMACS self-assessment data

TRANSITION PLANS

SPP 14

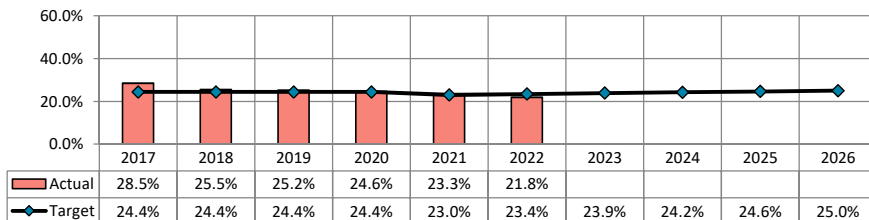
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

A. Enrolled in higher education within one year of leaving high school

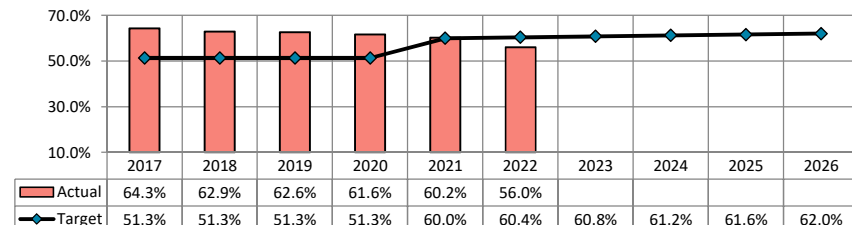
B. Enrolled in higher education or competitively employed within one year of leaving high school

C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within on year of leaving high school

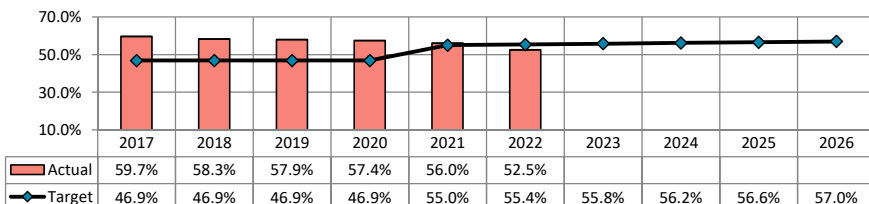
SPP 14A: Higher Education



SPP 14C: Higher Education, Other Training or Employment



SPP 14B: Higher Education or Competitive Employment



Source:

Graduate and dropout follow-up reported via MOSIS

POST-SECONDARY FOLLOW-UP

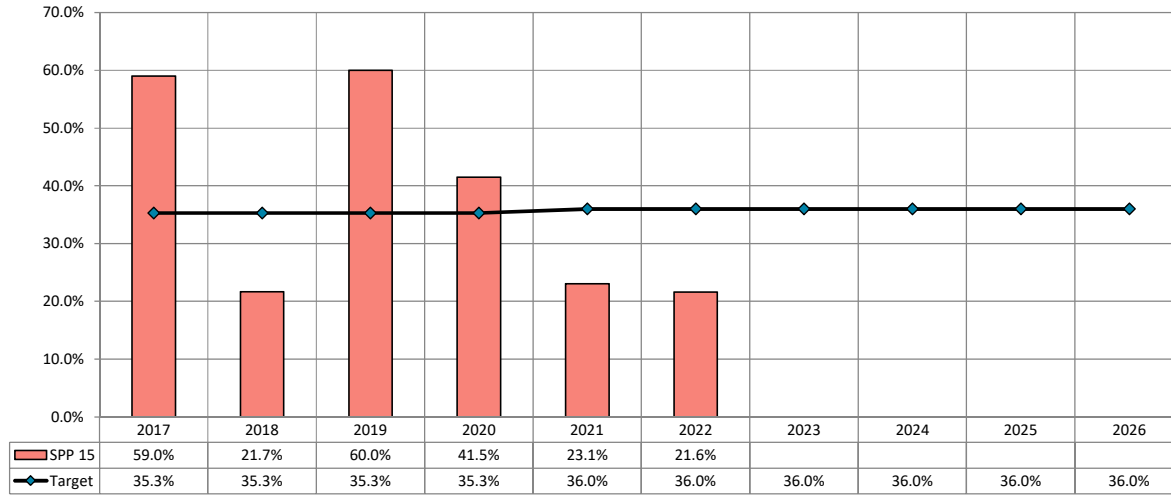
Special Education State Performance Plan (SPP) Indicators

STATEWIDE PROGRESS AT A GLANCE

SPP 15

Percent of hearing requests that went to resolution sessions that were resolved through resolution session settlement agreements

SPP 15: Resolution Settlement Agreements



Formula:

SPP 15 Percent =
 (Number of hearing requests resolved through resolution
 settlement agreement/Total hearing requests that went to
 resolution session) x 100

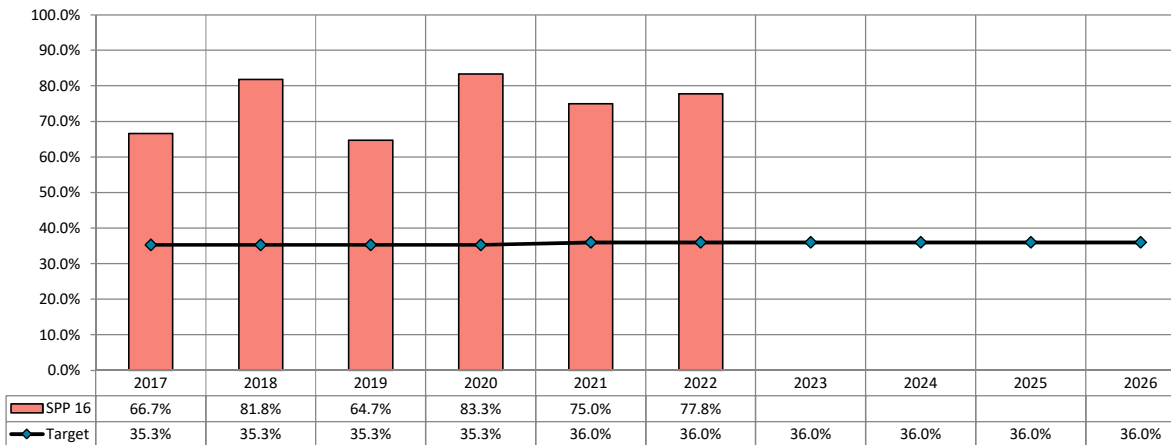
Source:
 DESE database

RESOLUTION SETTLEMENT AGREEMENTS

SPP 16

Percent of mediations held that resulted in mediation agreements

SPP 16: Mediation Agreements



Formula:

SPP 16 Percent =
 (Number of mediations held that resulted in mediation
 agreements/Total number of mediations held) x 100

Source:
 DESE database

MEDIATION AGREEMENTS